

NEBOSH International General Certificate in Occupational Health and Safety

Week 1: Element 1 – 4 of IG1 (2019 syllabus)

Week 2: Elements 5–11 of IG2 (2019 syllabus)

This lesson plan is based on the requirements of the NEBOSH International General Certificate in Occupational Health and Safety Specification and is designed as a guide for tutors in planning their teaching of the course.

The lesson plan is based on 5 days of teaching with teaching time of between 6 and 7 hours per day. Where the teaching time allocated does not match the NEBOSH recommended hours, clear guidance is given as to the required 'directed study' to ensure the NEBOSH taught hours are met. This is in addition to Private Study.

The lesson plan can be easily adapted for other delivery structures, extending the number of days or delivering in shorter sessions.

The duration is based on NEBOSH Guidance and reflects the recommended teaching times. Whilst NEBOSH expect Lesson Plans that comply with the recommended study hours, in practice individual sessions can be shortened and extended depending on the experience, pre-knowledge and English language skills of the learners in a particular group.

Lesson Plan Front Sheet

Tutor:	Course Title and Topic:
Venue:	Date & Time:
Number of Adult Learners:	Knowledge/Ability assumed: This 5-day course has been developed to fulfil the requirements of Unit IG1 of the 2019 syllabus version of the NEBOSH International General Certificate in Occupational Safety and Health. It is likely that some students will have practical experience of some of the issues covered in the course. Others are likely to have little or no knowledge of the subject matter. In the introduction at the start of the course, the individual students' present knowledge level should be assessed.
Course Duration: 30 Taught Hours	
Lesson Aims - <i>the aims of the session are to:</i> As per NEBOSH syllabus guide	
Objectives (learning outcomes) - <i>by the end of the session students should be able to:</i> As per NEBOSH syllabus guide.	
Brief reasoning for the way the lesson has been planned: The following are guidelines on how the course should be taught. Different tutors obviously have different styles and experiences and these should be taken into account when delivering the course. To keep the students interested, a variety of different methods should be used and the tutor should not rely solely on slides.	
Any constraints: <ul style="list-style-type: none"> • The course will require students to undertake some research. • They will require at least some access to the Internet resources for this purpose. 	
Equipment/Aids to be used: <ul style="list-style-type: none"> • Computer (with Internet and sound capability), data projector, flip charts/whiteboard. • Use of PPT presentations. Though PPT slides exist for most (if not all) subjects covered, they should be used judiciously rather than exclusively. • Internet access. • Students are provided with a set of printed course notes. • Tasks are stated on PPT slides (short activities to assist students' learning; tutor's decision on how they should be delivered, e.g. class discussion, group/ solo work). • Questions set for directed study may constitute study questions and exam skills questions in textbook, mock exam questions or other relevant questions - tutor to make the decision. 	

IG1 Week 1: Day 1

6-7 Taught Hours

TIME	DURATION (MINS)	CONTENT AND TUTOR ACTIVITY	AIDS AND EQUIPMENT	STUDENT ACTIVITY
9:00 – 9:30	30	Introduction to the course - Overview and aims. Note: Students to be given a copy of the textbook if not already received.	Flip chart Slide Name cards	Listening
9:30 – 10:30	60	ELEMENT 1: Why we should manage workplace health and safety 1.1. Morals and Money - Group Exercise Divide delegates into 3 groups. Outline a scenario from their workplace where an employee has been seriously injured. Ask them to consider the possible effects of this accident on three different parties: Group 1 - the injured employee, Group 2 - the company, Group 3 - the line manager of the injured employee. Allow 10 minutes discussion and then pull ideas from each group.	Slides	Listening and contributing to discussions and exercises
10:30 – 10:45	15	MORNING BREAK		
10:45 – 11:45	60	1.1. Moral and Money - continued - The Scale of the Problem - Moral Expectations - The Business Case for Health and Safety - Insured and Uninsured Costs	Slides Flipchart	Listening and contributing to discussions and exercises
11:45 – 12:30	45	1.2. Regulating Health and Safety - The role of the ILO - Conventions and Recommendations - C155 and R164	Slides	Listening and contributing to discussions and exercises
12:30 – 13:15	45	LUNCH BREAK		
13:15 – 13:45	30	1.2. Regulating Health and Safety – continued - Consequences of non-compliance - Other international standards	Slides	Listening and contributing to discussions and exercises
13:45 – 14:45	60	1.3. Who Does What in Organisations	Slides	Listening and contributing

		<ul style="list-style-type: none"> - Role of Directors and senior managers - Demonstrating commitment - Shared premises 		to discussions and exercises
14:45 – 15:00	15	AFTERNOON BREAK		
15:00 – 16:30	90	1.3. Who Does What in Organisations – continued Contractor Management <ul style="list-style-type: none"> - Shared Duties - The Selection of Contractors - Planning and Control of Contractors - End of Module 1.3 Exercise 	Slides	Listening and contributing to discussions and exercises
16:30 – 16:40	10	End of session summary and close		

IG1 Day 1 - Self-reflection	
Assessment of Learning – how will I tell whether learning has taken place? By: <ul style="list-style-type: none"> • Continuous assessment through Q&A and discussions. • Assessment through participation in workshops. 	Directed Private Study Set: <ul style="list-style-type: none"> • Set a relevant question(s) for homework. • Self-revision of key principles from element(s) covered today. • Students to look at websites identified in course notes under ‘More...’ sections.
Lesson Evaluation – how did the lesson go? Any changes? Etc.	

IG1 Week 1: Day 2

6-7 Taught Hours

TIME	DURATION (MINS)	CONTENT AND TUTOR ACTIVITY	AIDS AND EQUIPMENT	STUDENT ACTIVITY
9:00 – 9:30	30	Review answers to questions from previous evening directed private study. Overview of previous day training	Slides Resources	Whole group feedback on answers
9:30 – 10:30	60	ELEMENT 2: How health and safety management systems work and what they look like 2.1. Health and Safety Management Systems <ul style="list-style-type: none"> - ILO-OSH 2001: Policy, Organising, Planning and implementation, Evaluation, Action for improvement - ISO 45001: Context of the organisation; Leadership and worker participation; Planning; Support; Operation; Performance evaluation; Improvement - End of Module 2.1 Exercise 	Slides	Listening and contributing to discussions and exercises
10:30 – 10:45	15	MORNING BREAK		
10:45 – 12:30	105	2.2. Making It Work – Health and Safety Policy <ul style="list-style-type: none"> - Group Exercise Discuss what the purpose of a health and safety policy is and how effective health and safety policies are. - The Role of the Health and Safety Policy in Decision-Making - General Statement of Intent - Organisation – roles and responsibilities - Arrangements - Individual activity Write down the specific hazards that works in your own workplace are exposed to. These should be addressed in the Arrangements section of the Health and Safety Policy. - Reviewing Policy - End of Module 2.2 Exercise 	Slides	Listening and contributing to discussions and exercises
12:30 – 13:15	45	LUNCH BREAK		
13:15 – 14:45	90	ELEMENT 3: Managing risk – understanding people and processes 3.1. Health and Safety Culture	Slides	Listening and

		<ul style="list-style-type: none"> - Definition - Group Exercise <p>How does the media portray health and safety in our current culture?</p> <ul style="list-style-type: none"> - The Correlation between Culture and Performance - Indicators Used to Assess Culture - Influence of Peers 		contributing to discussions and exercises
14:45 – 15:00	15	AFTERNOON BREAK		
15:00 – 16:30	90	3.2. Improving Health and Safety Culture <ul style="list-style-type: none"> - Management Commitment and Leadership - Competent Staff - Group Exercise <p>List a few methods of communicating in the workplace, splitting your list into:</p> <ul style="list-style-type: none"> ○ Verbal communication ○ Written communication ○ Graphic communication <p>What are the advantages and disadvantages of each method?</p> <ul style="list-style-type: none"> - Consultation - Training 	Slides	Listening and contributing to discussions and exercises
16:30 – 16:40	10	End of session summary and close		

IG1 Day 2 – Self-reflection

Assessment of Learning – how will I tell whether learning has taken place? By:

- Continuous assessment through Q&A and discussions
- Assessment through participation in workshops

Directed Private Study Set:

- Set a relevant question(s) for homework.
- Self-revision of key principles from element(s) covered today.
- Students to look at websites identified in course notes under 'More...' sections.

Lesson Evaluation – how did the lesson go? Any changes? Etc.

IG1 Week 1: Day 3

6-7 Taught Hours

TIME	DURATION (MINS)	CONTENT AND TUTOR ACTIVITY	AIDS AND EQUIPMENT	STUDENT ACTIVITY
9:00 – 9:30	30	Review answers to questions from previous evening directed private study. Overview of previous day training	Slides Resources Exam-style questions	Whole group feedback on answers
9:30 – 10:30	60	3.3. Human Factors Influencing Safety-Related Behaviour <ul style="list-style-type: none"> - Individual, Job and Organisational Factors - Organisational Factors - Job Factors - Individual Factors - Group Exercise 	Slides	Listening and contributing to discussions and exercises
10:30 – 10:45	15	MORNING BREAK		
10:45 – 12:30	105	3.4. Risk Assessment <ul style="list-style-type: none"> - Definitions - Risk Profiling - Group Exercise <p>Consider a specific hazard and discuss in groups the difference between the:</p> <ul style="list-style-type: none"> o hazardous properties of the activity, article or substance o the risk of harm occurring <ul style="list-style-type: none"> - Risk Assessment - Objectives of Risk Assessment - Criteria For a Suitable and Sufficient Assessment - 5 steps starting with – Identifying Hazards - Identifying the People at Risk - Evaluating the Risk and Deciding on Precautions 	Slides	Listening and contributing to discussions and exercises
12:30 – 13:15	45	LUNCH BREAK		

13:15 – 14:00	45	3.4. Risk Assessment – continued <ul style="list-style-type: none"> - Group Exercise <ul style="list-style-type: none"> - Discuss the benefits and limitations of PPE as a risk control method - Recording Significant Findings - Reviewing - Special Cases and Vulnerable Workers 	Slides	Listening and contributing to discussions and exercises
14:00 – 14:45	45	3.5. Management of Change <ul style="list-style-type: none"> - Examples of changes and their impacts - Management principles - Review of change 	Slides	Listening and contributing to discussions and exercises
14:45 – 15:00	15	AFTERNOON BREAK		
15:00 – 16:30	90	3.6. Safe Systems of Work <ul style="list-style-type: none"> - Written Procedures - Technical, Procedural and Behavioural Controls - Development of a Safe System of Work - Analysing Tasks, Identifying Hazards and Assessing Risks - Introducing Controls and Formulating Procedures - Instruction and Training in the Operation of the System - Monitoring the System - Group Exercise <p>Specific Examples of Safe Systems of Work</p>	Slides	Listening and contributing to discussions and exercises
16:30 – 16:40	10	End of session summary and close		

IG1 Day 3 – Self-reflection

Assessment of Learning – how will I tell whether learning has taken place? By: <ul style="list-style-type: none"> • Continuous assessment through Q&A and discussions • Assessment through participation in workshops 	Directed Private Study Set: <ul style="list-style-type: none"> • Set a relevant question(s) for homework. • Self-revision of key principles from element(s) covered today. • Students to look at websites identified in course notes under ‘More...’ sections.
Lesson Evaluation – how did the lesson go? Any changes? Etc.	

IG1 Week 1: Day 4

6-7 Taught Hours

TIME	DURATION (MINS)	CONTENT AND TUTOR ACTIVITY	AIDS AND EQUIPMENT	STUDENT ACTIVITY
9:00 – 9:30	30	Review answers to questions from previous evening directed private study. Overview of previous day training	Resources Slides Exam-style questions	Whole group feedback on answers
9:30 – 10:30	60	3.7. Permit-to-Work Systems <ul style="list-style-type: none"> - Definition of Permit-to-Work Systems - Operation and Application - Typical Permit Systems - Group Exercise <p>Write down the specific high risk work activities in your own workplace that are, or should be, subject to permit-to-work control. Are these all addressed in the Arrangements section of the Health and Safety Policy?</p>	Slides	Listening and contributing to discussions and exercises
10:30 – 10:45	15	MORNING BREAK		
10:45 – 12:30	105	3.8. Emergency Procedures and First Aid <ul style="list-style-type: none"> - Group Exercise <p>What emergencies could occur other than fire?</p> <ul style="list-style-type: none"> - The Importance of Developing Emergency Procedures Emergency Procedure Arrangements - Training and Testing <p>First-Aid Requirements</p> <ul style="list-style-type: none"> - First-Aid Facilities and Equipment - Group Exercise <p>Discuss the issues that you would need to consider to decide the level of first-aid cover in your workplace</p> <ul style="list-style-type: none"> - First Aiders and Appointed Persons - Group Exercise <p>What factors would you consider when selecting individuals to be first aiders?</p> <ul style="list-style-type: none"> - First-Aid Coverage 	Slides	Listening and contributing to discussions and exercises

12:30 – 13:15	45	LUNCH BREAK		
13:15 – 14:45	90	ELEMENT 4: Health and Safety Monitoring and Measuring		
		4.1. Active and Reactive Monitoring <ul style="list-style-type: none"> - Active Monitoring - Safety Inspections, Sampling and Tours - Group Exercise <p>In groups, list the topic headings that should be included on an inspection checklist for use in your workplace.</p> <p>Design a rough format for the inspection check sheet.</p> <ul style="list-style-type: none"> - Arrangements for Active Monitoring - Reactive Monitoring 	Slides	Listening and contributing to discussions and exercises
14:45 – 15:00	15	AFTERNOON BREAK		
15:00 – 16:30	90	4.2. Investigating Incidents <ul style="list-style-type: none"> - Function of Investigations - Types of Incident - Group Exercise <p>Discuss the first thing you should do when arriving at an accident scene and then the later steps.</p> <p>Consider what type of equipment you may need to assist you.</p> <ul style="list-style-type: none"> - Basic Investigation Procedures - Group Exercise <p>A worker is struck by a load being carried on a pallet by a forklift truck. Outline possible immediate and underlying causes of the accident.</p>	Slides	Listening and contributing to discussions and exercises
16:30 – 16:40	10	End of session summary and close		

IG1 Day 4 – Self-reflection

Assessment of Learning – how will I tell whether learning has taken place? By:

- Continuous assessment through Q&A and discussions
- Assessment through participation in workshops

Directed Private Study Set:

- Set a relevant question(s) for homework.
- Self-revision of key principles from element(s) covered today.
- Students to look at websites identified in course notes under ‘More...’ sections.

Lesson Evaluation – how did the lesson go? Any changes? Etc.

IG1 Week 1: Day 5

5-6 Taught hours

TIME	DURATION (MINS)	CONTENT AND TUTOR ACTIVITY	AIDS AND EQUIPMENT	STUDENT ACTIVITY
9:00 – 9:30	30	Review answers to questions from previous evening directed private study. Overview of previous day training	Resources Slides Exam-style questions	Whole group feedback on answers
9:30 – 10:30	60	4.2. Investigating Incidents <ul style="list-style-type: none"> - Recording and Reporting Requirements - Group Exercise What sorts of things are likely to hinder good accident and near-miss reporting? What can an organisation do to make it more likely that incidents will be reported? - Internal Data Collection, Analysis and Communication 	Slides	Listening and contributing to discussions and exercises
10:30 – 10:45	15	MORNING BREAK		
10:45 – 11:45	60	4.3. Auditing <ul style="list-style-type: none"> - Definition, Scope and Purpose of Auditing - Group Exercise What is the difference between an audit and an inspection? - The Distinction Between Audits and Inspections - The Audit Process from Preparation to Follow-up - Group Exercise Discuss advantages and disadvantages of external and internal audits. 	Slides	Listening and contributing to discussions and exercises
11:45 - 12:30	45	4.4. Reviewing Health and Safety Performance <ul style="list-style-type: none"> - Purpose of Regular Reviews - Group Exercise What active and reactive measurements of health and safety performance would need to be reviewed annually? - Performance Indicators - Continual Improvement 	Slides	Listening and contributing to discussions and exercises
12:30 – 13:15	45	LUNCH BREAK		

13:15 - 14:15	60	Revision and Exam Preparation Skills <ul style="list-style-type: none"> - How to Revise - How to Prepare for the Exam - Reminder of basic exam skills 	Slides	Listening and contributing to discussions and exercises
14:15 – 14:30	15	AFTERNOON BREAK		
14:30 - 15:30	60	Revision and Exam Preparation <ul style="list-style-type: none"> - Review of the week - Revision of key ideas topics 	Slides	Listening and contributing to discussions and exercises
15:30 – 16:30	60	Final review Feedback on course Preparation for week 2	Slides	

IG1 Day 5 – Self-reflection

Assessment of Learning – *how will I tell whether learning has taken place? By:*

- Continuous assessment through Q&A and discussions
- Assessment through participation in workshops

Lesson Evaluation – how did the lesson go? Any changes? Etc.

Lesson Plan Front Sheet

Tutor:	Course Title and Topic:
Venue:	Date & Time:
Number of Adult Learners:	Knowledge/Ability assumed: This 5-day course has been developed to fulfil the requirements of Element 5-11 of IG2 (2019 syllabus version) of the NEBOSH General International Certificate in Occupational Health and Safety. It is likely that some learners will have practical experience of some of the issues covered in the course. Others are likely to have little or no knowledge of the subject matter. In the introduction at the start of the course, the individual learners' present knowledge level should be assessed.
Course Duration:	31 taught hours + 5 hours directed study
Lesson Aims – <i>the aims of the session are:</i> As per NEBOSH syllabus guide	
Objectives (learning outcomes) – <i>by the end of the session learners should be able to:</i> As per NEBOSH syllabus guide.	
Brief reasoning for the way the lesson has been planned: The following are guidelines on how the course should be taught. Different tutors obviously have different styles and experiences and these should be taken into account when delivering the course. To keep the earners interested, a variety of different methods should be used and the tutor should not rely solely on slides.	
Any constraints: <ul style="list-style-type: none"> • The course will require learners to undertake some research. • They will require at least some access to the Internet resources for this purpose. 	
Equipment/Aids to be used: <ul style="list-style-type: none"> • Computer (with Internet and sound capability), data projector, flip charts/whiteboard. • Use of PPT presentations. Though PPT slides exist for most (if not all) subjects covered, they should be used judiciously rather than exclusively. • Internet access. • Learners are provided with a set of printed notes. • Tasks are stated on PPT slides (these are, with a few exceptions, short activities to assist learners' learning; tutor's decision on how they should be delivered, e.g. class discussion, learner group work, and learner solo work). • A Case Study exercise with supporting documentation is used throughout the week to prepare learners for the Practical Assessment. • Questions set for directed study may constitute study questions and exam skills questions in study text, mock exam questions or other relevant questions - tutor to make the decision. 	

IG2 Week 2 (Element 5–11): Day 1

6–7 Taught Hours

1 Directed Study Hours

TIME	DURATION (MINS)	CONTENT AND TUTOR ACTIVITY	AIDS AND EQUIPMENT	LEARNER ACTIVITY
9:00 – 10:00	60	Introduction to the course - Overview and aims. Note: Learners to be given a copy of the textbook if not already received. Overview of Element 5 to 11 and the topics covered Introduction to the Practical Assessment Brief outline of IG2 principles	Flip chart Guidance in course textbook at end of each element	Listening
10:00 – 10:30	30	ELEMENT 5: PHYSICAL AND PSYCHOLOGICAL HEALTH 5.1. Noise <ul style="list-style-type: none"> - Terminology - Noise assessment - Noise exposure standards - Noise exposure control Group Exercise Discuss why hearing protection is an inefficient method of reducing exposure in a noisy workplace. <ul style="list-style-type: none"> - Hearing protection - Health surveillance 	Slides Notes Resources	Listening and participating in discussions and exercises
10:30 – 10:45	15	MORNING BREAK		
10:45 – 11:30	45	5.2. Vibration <ul style="list-style-type: none"> - Effects of exposure to vibration - Vibration assessment and exposure standards Group Exercise What occupations are most at risk of exposure to vibration? <ul style="list-style-type: none"> - How can you reduce the risks? - Vibration exposure control - Health surveillance 	Slides Notes Resources	Listening and participating in discussions and exercises

11:30 – 12:30	60	The Practical Assessment Overview Give a fuller overview of the Practical Assessment Introduce the case study and explain the use of the case study exercises through the week Introduce Part 1 of the practical assessment	Case study briefing notes and supporting handouts	Briefing and reviewing with feedback
12:30 – 13:15	45	LUNCH BREAK		
13:15 – 13:45	30	Case study Exercise 1 Brief learners in Exercise 1 Allow learners to carry out the exercise using Part 1 of the Form Review and feedback using supporting example	Case study briefing notes and supporting handouts	Briefing and reviewing with feedback
13:45 – 14:15	30	5.3. Radiation <ul style="list-style-type: none"> - Types of Ionising Radiation and Health Effects - Sources of Ionising Radiation - Protection from Ionising Radiation - Radon Gas - Types, Sources and Health Effects of Non-Ionising Radiation - Protection from non-ionising radiation Group Exercise Discuss ways to protect the skin from UV sunlight.	Slides Notes Resources	Listening and participating in discussions and exercises
14:15 – 14:45	30	5.4. Mental Ill-Health <ul style="list-style-type: none"> - Definitions - Effects of stress - Prevention strategies End of Module 5.4 Exercise	Slides Notes Resources	Listening and participating in discussions and exercises
14:45 – 15:00	15	AFTERNOON BREAK		
15:00 – 15:45	45	5.5 Violence at Work <ul style="list-style-type: none"> - Definition of violence Group Exercise Which occupations are most at risk of work-related violence? <ul style="list-style-type: none"> - Risk factors and control measures 	Slides Notes	Listening and participating in discussions

15:45 – 16:30	45	5.6 Substance Abuse at Work <ul style="list-style-type: none"> - Types of substances abused at work Group Exercise What sorts of substances might be abused at work? <ul style="list-style-type: none"> - Risks to health and safety - Risk control measures 	Slides Notes Quiz Resources	Listening and participating in discussions and exercises
16:30 – 16:40	10	End of session summary and close		

Day 1 – Self-Reflection	
Assessment of learning – how will I tell whether learning has taken place? By: <ul style="list-style-type: none"> • Continuous assessment through Q&A and discussions. • Assessment through participation in workshops. 	Directed private study set: <ul style="list-style-type: none"> • Time: 1 hour • Set a relevant research question(s) for homework. • Self-revision of key principles from element(s) covered today. • Learners to look at websites identified in course notes under ‘More...’ sections.
Lesson Evaluation – how did the lesson go? Any changes?	

IG2 Week 2 (Element 5–11): Day 2

6–7 Taught Hours

105 mins Directed Study

TIME	DURATION (MINS)	CONTENT AND TUTOR ACTIVITY	AIDS AND EQUIPMENT	LEARNER ACTIVITY
9:00 – 9:30	30	Review answers to questions from previous evening directed private study. Overview of previous day training	Flip chart	Whole group feedback on answers
9:30 – 10:30	60	ELEMENT 6: MUSCULOSKELETAL HEALTH 6.1. Work-Related Upper Limb Disorders <ul style="list-style-type: none"> - WRULDS & MSDs - Matching the workplace to individual needs - The ill-health effects of poor task and workstation design - Ergonomics risk factors; - Example – DSE Group Exercise What aspects of a DSE workstation would you need to consider to carry out a risk assessment? End of Module 6.1 Exercise	Slides Notes Resources	Listening and participating in discussions and exercises
10:30 – 10:45	15	MORNING BREAK		
10:45 – 11:45	60	6.2. Manual Handling <ul style="list-style-type: none"> - Definition Group Exercise Common Injuries <ul style="list-style-type: none"> - Assessing the risks – TILE Group Exercise Identify specific factors for a manual handling risk assessment. <ul style="list-style-type: none"> - Avoiding or minimising the manual handling risks - Efficient Movement Principles 	Slides Notes Resources	Listening and participating in discussions and exercises

11:45 – 12:30	45	The Practical Assessment – Risk Assessment (part 1) Give an introduction to risk assessment and remind learners of Element 3 principles Outline the instructions for completing the first three columns of the Part 2 risk assessment.	Slides Notes Resources	Briefing and reviewing with feedback
12:30 – 13:15	45	LUNCH BREAK		
13:15 – 13:45	30	Case study Exercise 2 Brief learners in Exercise 2 Allow learners to carry out exercise using the first three columns of the Part 2 Form. Review and feedback using supporting example	Case study briefing notes and supporting handouts	Briefing and reviewing with feedback
13:45 – 14:45	60	6.3. Load-Handling Equipment <ul style="list-style-type: none"> - Hazards and safe use of manually operated load-handling equipment - Patient hoists and handling equipment - Power load-handling equipment Group Exercise What accidents could occur with the use of a forklift truck? <ul style="list-style-type: none"> - Forklift truck hazards and precautions; battery-powered trucks; diesel-powered trucks; LPG-powered trucks; lifts and hoists; conveyors; cranes Group Exercise What could go wrong with a mobile crane during its operation? <ul style="list-style-type: none"> - Requirements for safe lifting operations - Statutory examination; testing End of Module 6.3 Exercise	Slides Notes Resources	Listening and participating in discussions and exercises
14:45 – 15:00	15	AFTERNOON BREAK		
15:00 – 15:30	30	ELEMENT 7: CHEMICAL AND BIOLOGICAL AGENTS		
		7.1. Forms of, classification of, and health risks from hazardous substances <ul style="list-style-type: none"> - Forms of chemical agents - Forms of biological agents 	Slides Notes Resources	Listening and participating in discussions and exercises

		<ul style="list-style-type: none"> - Acute and chronic health effects - Main classification of substances hazardous to health 		
15:30 – 16:30	60	7.2. Assessment of Health Risks Group Exercise How can chemical/biological organisms enter the body? <ul style="list-style-type: none"> - Routes of entry - Defence mechanisms Group Exercise Safety Data Sheets End of Module 7.2 Exercise	Slides Notes Resources	Listening and participating in discussions and exercises
16:30 – 16:40	10	End of session summary and close		

Day 2 – Self-Reflection	
Assessment of learning – <i>how will I tell whether learning has taken place?</i> By: <ul style="list-style-type: none"> • Continuous assessment through Q&A and discussions • Assessment through participation in workshops 	Directed private study set: <ul style="list-style-type: none"> • Time: 1 hour • Set a relevant research question(s) for homework. • Self-revision of key principles from element(s) covered today. • Learners to look at websites identified in course notes under ‘More...’ sections.
Lesson Evaluation – how did the lesson go? Any changes?	

IG2 Week 2 (Element 5–11): Day 3

6–7 taught hours

1 directed study hour

TIME	DURATION (MINS)	CONTENT AND TUTOR ACTIVITY	AIDS AND EQUIPMENT	LEARNER ACTIVITY
9:00 – 9:30	30	Review answers to questions from previous evening directed private study. Overview of previous day training	Flip chart	Whole group feedback on answers
9:30 – 10:00	30	7.3. Occupational exposure limits <ul style="list-style-type: none"> - Occupational Exposure Limits (OELs)/Workplace Exposure Limits (WELS) - Short-term and long-term limits End of Module 7.3 Exercise	Slides Notes Resources	Listening and participating in discussions and exercises
10:00 – 10:30	30	7.4. Control Measures <ul style="list-style-type: none"> - The need to prevent or control exposure Group Exercise Hierarchy of Control. <ul style="list-style-type: none"> - Principles of good practice Group Exercise Discuss how the effectiveness of LEV may be reduced. <ul style="list-style-type: none"> - Practical application of the principles of good practice - Further control of carcinogens, mutagens and asthmagens 	Slides Notes Resources	Listening and participating in discussions and exercises
10:30 – 10:45	15	MORNING BREAK		
10:45 – 11:30	45	7.5. Specific Agents <ul style="list-style-type: none"> - Review key points from this part of the textbook that was examined as part of yesterday's Directed Study 	Slides Notes Resources	Listening and participating in discussions and exercises
11:30 – 12:30	60	The Practical Assessment – Risk Assessment (Part 2) Continue with the briefing started yesterday on the Form 2 risk assessment Focus on the last 3 columns - further actions required, timescales and responsibilities	Slides Notes Resources	Briefing and reviewing with feedback

12:30 – 13:15	30	LUNCH BREAK		
13:15 – 13:45	30	Case Study Exercise 3 Brief learners in Exercise 3 Allow learners to carry out exercise using the first three columns of the Part 2 Form Review and feedback using supporting example	Case study briefing notes and supporting handouts	Briefing and reviewing with feedback
13:45 – 14:15	30	ELEMENT 8: GENERAL WORKPLACE ISSUES		
		8.1 Health, Welfare and Work Environment Requirements - Health and welfare provisions Group Exercise Basic welfare facilities in the workplace - The effects of exposure to extremes of temperature Group Exercise What are the health issues associated with working in hot/cold temperatures?	Slides Notes Quiz Resources	Listening and participating in discussions and exercises
14:15 – 14:45	30	8.2 Work at Height - Examples and definitions of work at height - Basic hazards of work at height Group Exercise What are the hazards for working at height for a window cleaner? As an alternative, divide group up and give different occupations/tasks to each group. - Avoiding work at height; preventing falls and falling materials; emergency rescue; minimising distance and consequences of a fall; training; head protection - Safe working practices for access equipment Group Exercise Suggest the control measures for the safe use of ladders. Extra individual or group exercise: Draw and label an independent tied scaffold	Slides Notes Resources	Listening and participating in discussions and exercises

		Group discussion Discuss reasons for scaffold collapse - Inspecting access equipment End of Module 8.2 Exercise		
14:45 – 15:00	15	AFTERNOON BREAK		
15:00 – 15:45	45	8.3 Confined Spaces - Outline the definition of what a confined space is - Explain the dangers - Explain the control measures	Slides Notes Resources	Participating in discussions and exercises
15:45 – 16:30	45	8.4 Lone Working - Outline the definition of what lone working is - Explain the risks - Explain the control measures	Slides Notes Resources	Participating in discussions and exercises
16:30 – 16:40	10	End of session summary and close		

Day 3 – Self-Reflection	
Assessment of learning – how will I tell whether learning has taken place? By: <ul style="list-style-type: none"> Continuous assessment through Q&A and discussions Assessment through participation in workshops 	Directed private study set: <ul style="list-style-type: none"> Time: 1 hour Set a relevant research question(s) for homework. Self-revision of key principles from element(s) covered today. Learners to look at websites identified in course notes under ‘More...’ sections.
Lesson Evaluation – how did the lesson go? Any changes?	

IG2 Week 2 (Element 5–11): Day 4

6–7 Taught Hours

1 Directed Study Hours

TIME	DURATION (MINS)	CONTENT AND TUTOR ACTIVITY	AIDS AND EQUIPMENT	LEARNER ACTIVITY
9:00 – 9:30	30	Review answers to questions from previous evening directed private study. Overview of previous day training	Flip chart	Whole group feedback on answers
9:30 – 10:00	30	8.5 Slips and Trips <ul style="list-style-type: none"> - Hazards in the workplace Group Exercise Differences between slip hazards and trip hazards. <ul style="list-style-type: none"> - Slips trips and falls - Control measures for safe movement of people in the workplace - Examples of signs that could reduce risk of injury by vehicles 	Slides Notes Resources	Listening and participating in discussions and exercises
10:00 – 10:30	30	8.6 Safe Movement of People and Vehicles in The Workplace <ul style="list-style-type: none"> - Typical risks relating to vehicle movements Group Exercise What could cause a forklift truck to overturn? <ul style="list-style-type: none"> - Forklift trucks; risk factors; non-movement related hazards - Control measures for safe workplace transport operations 	Slides Notes Resources	Listening and participating in discussions
10:30 – 10:45	15	MORNING BREAK		

10:45 – 11:15	30	8.7. Driving for Work <ul style="list-style-type: none"> - Managing work-related road safety - Risk assessment – factors associated with driving at work that increases the risk - Evaluating the risks - Control measures - Hazards of hybrid/ electric vehicles 	Slides Notes Resources	Listening and participating in discussions and exercises
11:15 – 11:45	30	ELEMENT 9: WORK EQUIPMENT HAZARDS AND RISK CONTROL 9.1 General Requirements for Work Equipment <ul style="list-style-type: none"> - Types of work equipment; Suitability - Prevention of access to dangerous parts - Restricting use - Information, instruction and training Group Exercise What is it about maintenance work that increases the risk? <ul style="list-style-type: none"> - Maintenance, inspection and testing - Operators 	Slides Notes	Listening and participating in discussions
11:45 – 12:30	45	The Practical Assessment – Top 3 priorities with justification Brief learners on the part 3 part of the practical assessment: selection of 3 top priority actions with justification	Slides Notes Resources	Briefing and reviewing with feedback
12:30 – 13:15	45	LUNCH BREAK		
13:15 – 13:45	30	Case study Exercise 4 Brief learners in Exercise 4 Allow learners to carry out exercise using Part 3 of the form Review and feedback using supporting example	Case study briefing notes and supporting handouts	Briefing and reviewing with feedback
13:45 – 14:45	60	9.2. Hand-held tools <ul style="list-style-type: none"> - Hazards and misuse of hand-held tools Group Exercise Discuss what accidents can occur with hand-held tools <ul style="list-style-type: none"> - Hazards of portable power tools (eg, drill, sander) and the means of control 	Slides Notes Resources	Listening and participating in discussions and exercises

14:45 – 15:00	15	AFTERNOON BREAK		
15:00 – 15:30	30	9.3 Machinery Hazards <ul style="list-style-type: none"> - Mechanical and other (non-mechanical) hazards - Specific machinery examples – hazards Group Exercise What are the non-mechanical hazards associated with machinery? <ul style="list-style-type: none"> - Non-mechanical hazards End of Module 9.3 Exercise	Slides Notes Resources	Listening and participating in discussions and exercises
15:30 – 16:30	60	9.4. Control Measures for Machinery <ul style="list-style-type: none"> - Control measures for reducing risk from machinery hazards Group Discussion Protection given by fixed guards <ul style="list-style-type: none"> - Specific machinery examples – control measures Group Exercise Specific machinery hazards and control measures <ul style="list-style-type: none"> - Requirements for Guards and Safety Devices End of Module 9.4 Exercise	Slides Notes Resources	Listening and participating in discussions and exercises
16:30 – 16:40	10	End of session summary and close		

Day 4 – Self-Reflection	
Assessment of Learning – how will I tell whether learning has taken place? By: <ul style="list-style-type: none"> • Continuous assessment through Q&A and discussions • Assessment through participation in workshops 	Directed private study set: <ul style="list-style-type: none"> • Time: 1 hour • Set a relevant research question(s) for homework. • Self-revision of key principles from element(s) covered today. • Learners to look at websites identified in course notes under ‘More...’ sections.
Lesson evaluation – how did the lesson go? Any changes?	

IG2 Week 2 (Element 5–11): Day 5

6–7 Taught hours

1 Directed Study Hours

TIME	DURATION (MINS)	CONTENT AND TUTOR ACTIVITY	AIDS AND EQUIPMENT	LEARNER ACTIVITY
9:00 – 9:30	30	Review answers to questions from previous evening directed private study. Overview of previous day training	Flip chart	Whole group feedback on answers
9:30 – 10:00	30	ELEMENT 10: FIRE 10.1. Fire Initiation, Classification and Spread <ul style="list-style-type: none"> - Principles of fire; classification of fire Group Exercise Common causes of fire in the workplace <ul style="list-style-type: none"> - Principles of heat transmission and fire spread - Common causes and consequences of fires in workplaces - End of Module 10.1 Exercise	Slides Notes Resources	Listening and participating in discussions and exercises
10:00 – 10:30	30	10.2 Fire Prevention and Prevention of Fire Spread <ul style="list-style-type: none"> - Control measures to minimise the risk of fire in a workplace - Storage of flammable liquids in work rooms and other locations Group Exercise Discuss safe storage of flammable liquids <ul style="list-style-type: none"> - Structural measures for preventing the spread of fire and smoke - Use of electrical equipment in flammable atmospheres 	Slides Notes Resources	Listening and participating in discussions and exercises
10:30 – 10:45	15	MORNING BREAK		
10:45 – 11:15	30	10.3. Fire Alarms and Fire-Fighting <ul style="list-style-type: none"> - Common fire detection and alarm systems - Portable fire-fighting equipment - Access for fire and rescue services and vehicles - End of Module 10.3 Exercise	Slides Notes Resources	Listening and participating in discussions and exercises

11:15 – 12:00	45	10.4. Fire Evacuation <ul style="list-style-type: none"> - Means of escape; emergency evacuation procedures Group Exercise Take a tour of the building and note the fire exits, fire extinguishers, etc. <ul style="list-style-type: none"> - Role and appointment of fire marshals - Fire drills; roll call; provisions for people with disabilities - Building plans to include record of emergency escape. 	Slides Notes	Listening and participating in discussions
12:00 – 12:30	30	The Practical Assessment – Review, communicate and check Brief learners on completion of Part 4 of the practical assessment form: review, communicate and check	Slides Notes Resources	Briefing and reviewing with feedback
12:30 – 13:15	30	LUNCH BREAK		
13:15 – 13:45	30	Case study Exercise 5 Brief learners in Exercise 5 Allow learners to carry out exercise to complete Part 4 of the form Review and feedback using supporting example	Case study briefing notes and supporting handouts	Briefing and reviewing with feedback
13:45 – 14:45	60	ELEMENT 11: ELECTRICAL SAFETY		
		11.1. Principles, Hazards and Risks of Electricity <ul style="list-style-type: none"> - Briefly introduce the principles - Explain the hazards and risks - Dangerous activities 	Slides Notes Resources	Listening and participating in discussions and exercises
14:45 – 15:00	15	AFTERNOON BREAK		
15:00 – 15:45	45	11.2. Control Measures <ul style="list-style-type: none"> - Protection of conductors Group Exercise Consider two home appliances and explain how each works. Group Exercise What factors should be considered when selecting electrical equipment for use on a construction site? <ul style="list-style-type: none"> - Strength and capability of equipment - Advantages and limitations of protective systems use of competent persons - Use of safe systems of work 	Slides Notes Resources	Listening and participating in discussions and exercises

		<ul style="list-style-type: none"> - Emergency procedures following an electrical incident inspection and maintenance strategies <p>Group Exercise What action should be taken after finding someone who has received an electric shock?</p> <p>Group Exercise Consider portable electric tools and how they may become damaged at home or work</p> <ul style="list-style-type: none"> - User checks and PAT <p>Group Exercise What are the advantages/disadvantages of PAT Testing?</p>		
15:45 – 16:30	45	<p>Final Briefing on Practical Assessment</p> <p>Final checks (refer to NEBOSH checklist)</p> <p>Submission of the assessment</p> <p>Introduce and discuss the official NEBOSH example practical assessment</p>	NEBOSH example	Participating in discussion
16:30 – 16:40	10	<p>Review of the week</p> <p>End of session summary and close</p>		

Day 5 – Self-Reflection	
<p>Assessment of learning – how will I tell whether learning has taken place? By:</p> <ul style="list-style-type: none"> • Continuous assessment through Q&A and discussions • Assessment through participation in workshops 	<p>Directed private study set:</p> <ul style="list-style-type: none"> • Time: 1 hour • Practical assessment further reading • Self-revision of key principles from element(s) covered today. • Learners to look at websites identified in course notes under ‘More...’ sections.
<p>Lesson evaluation – how did the lesson go? Any changes?</p>	